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ABSTRACT

The Garvey School District in Rosemead, California, received a grant from the Los Angeles County Office of Education to implement a Primary Prevention Program for child abuse and neglect. In order to implement the program, the District's Child Abuse Advisory Board was charged with the responsibility of developing suitable topics for a Teacher Training and Resource Manual. A list of topics compiled from a review of the literature was analyzed, discussed, and approved. The selected topics included the following: (1) the definition of a "Primary Prevention Program" (i.e., a training and educational program for children directed at preventing the occurrence of child abuse and at reducing the general vulnerability of children); (2) major goals of the program (i.e., to provide training sessions in the area of child abuse prevention to students, staff, and parents); (3) physical and behavioral indicators of child abuse, including physical abuse, physical neglect, sexual abuse, and emotional maltreatment; (4) the Garvey School District Board's policy on reporting child abuse; (5) cultural considerations related to the child-rearing practices of Hispanics and Asians; (6) supportive intervention techniques to be used by teachers; and (7) community resources. (EJV)

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IDENTIFICATION OF TOPICS FOR A TEACHER TRAINING AND RESOURCE MANUAL FOR A CHILD ABUSE PRIMARY PREVENTION PROGRAM

CURRICULUM AND PROGRAM
PLANNING SEMINAR

by

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ABSTRACT

There are several reasons why educators should become involved in the treatment and prevention of child abuse and neglect. Among them are the fact that educators work with and for children; that law and policy command educator involvement, and porfessional responsibility demands it; and that educators, to be effective must cultivate a deep sense of personal commitment to the children in their care.

The Garvey School District in Rosemead, California applied for and received a Grant from the Los Angeles County Office of Education to implement a Primary Prevention Program in the district. In order to implement the Program, the Child Abuse Advisory Board had the responsibility to develop suitable topics for a Teacher Training and Resource Manual for the Child Abuse Primary Prevention Program.

The Child Abuse Advisory Board, consisting of eleven school district members and parents, were presented with a synthesized list from the review of available literature, Garvey School District Child ABuse Reporting Procedures, and the Grant requirements from the Los Angeles County OFfice of Education. At the conclusion of the first meeting, the Board members reviewed the materials and adopted a tentative list of topics for the Manual. The Board members again reviewed all materials at the second

meeting and a final revised draft of topics was prepared, to include the following topics: "Primary Prevention Program" definition, and major goals of the program, physical and behavioral indicators of child abuse including physical abuse, physical neglect, sexual abuse, and emotional maltreatment, Garvey School District Board Policy on Child Abuse Reporting Procedures, Asian and Hispanic cultural considerations of child rearing practices, supportive intervention techniques for teachers, and community resources.

The entire Advisory Board perceived that the topics for the Teacher Training and Resource Manual for the Child Abuse Primary Prevention Program were appropriate for the Program. The recommendations included the presentation of the final draft of topics for the Teacher Training and Resource Manual for the Child Abuse Primary Prevention Program to the Garvey School District Board of Education, and the Los Angeles County Office of Education for final approval and adoption.

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INTRODUCTION

Children need protection because they are vulnerable and often unable to speak for themselves. The Calfiornia Child Abuse Reporting Law, along with other state laws, provides the legal basis for action to protect children and to allow intervention by public agencies if a child is maltreated (Department of Justice, 1986). Most people who come into regular contact with children through their jobs, such as teachers or doctors, are required by law to report all known or suspected instances of child abuse. The law gives clear rules for how these "mandated reporters" are to report child abuse.

Child abuse is legally defined as any act of omission or commission that endangers or impairs a child's physical or emotional health and development. These acts include physical abuse and corporal punishment resulting in an injury, emotional abuse, emotional deprivation, physical neglect and/or inadequate supervision, and sexual abuse and exploitation (Crime Prevention Center, 1986). The National Committee for the Prevention of Child Abuse (1986) estimated that as many as two to five children die in America each day from child abuse and neglect. In California, more than 138,000 reports of abuse and neglect were made in 1985. This represents 2.1 percentage of the total population between birth and eighteen years of age. In

Los Angeles County, approximately 40,000 referrals of families were brought into the system for protective services in 1985 (Crime Prevention Center, 1986).

The Governing Board of the Garvey School District recognizes that its responsibility to students includes the protection of their physical and mental well-being. Any district employee designated by Calfiornia law as a child care custodian who, within the scope of his or her employment, knows, observes, or reasonably suspects that a child had been the victim of child abuse, must immediately make a report ot a child protective agency, pursuant to Calfiornia law and district procedures (Garvey School District, 1986).

Keeping with the mandates of the California law on reporting suspected child abuse, the Garvey School District applied for, and was given a Grant by the Los Angeles County Office of Education to institute a Child Abuse Primary Prevention Program. A Primary Prevention Program means a training and educational program for children, parents, and teachers, which is directed toward all of the following: preventing the occurrence of child abuse, including physical abuse, sexual assault, and child neglect, reduction of the general vulnerability of children, and including coordination with and training for patents and school staff (Assembly Bill No. 2443, State of Calfiornia).

The purpose of this descriptive study was to identify topics for a Teacher Training and Resource Manual for a Child Abuse Primary Prevention Program in order to meet the Grant requirements and implement the Program in the Garvey School District.

BACKGROUND AND SIGNIFICANCE

There are many important principles of instructional design. Gagne and Briggs (1979) noted that instructional procedures should be systematically designed according to basic principles that are established through research.

In identifying topics for a Teacher Training and Resource Manual for a Child Abuse Primary Prevention Program, a through review of the current literature and research on the prevention of child abuse, indicators of child abuse, California State Reporting law and mandates, Garvey School District Reporting Procedures, cultural considerations, and supportive intervention techniques were deemed appropriate for this study.

The most practical reason for educators to become involved in the identification, treatment and prevention of child abuse and neglect is that child abuse and neglect are part of the every day reality of working with and for children (Los Angeles County Office of Education, 1986). Schools are the only places in which children are seen daily over periods of time by professionals trained to observe their appearance and behavior. Not only does the school setting offer a continuum of time for observation, it offers the unique opportunity to compare and contrast behaviors which are unusual with those which are not unusual (National Committee for the Prevention of Child Abuse, 1986).

Educators are often aware that something is not right with a child long before any physical injury is detectable. Properly prepared educators can offer a keen casefinding and management tool in the very place where children are to be found most often, namely in schools (National Center on Child Abuse and Neglect, 1986).

The process of protecting a child's safety involves three steps: identification, investigation, and intervention. Educators are not required or expected to investigate or intervene per se, but rather to set the investigative process in motion. In a very real sense, school personnel are the first line of defense in the prevention of child abuse. Educators can make themselves aware of indicators of abuse, learn supportive intervention techniques, be aware of the various community resources, and be knowledgeable of their school district's procedures to facilitate reporting and apprise supervisors and administrators of reports (California Department of Justice, 1981).

The topics selected for the Teacher Training and Resource Manual were designed to assist the teachers in the Garvey School District in meeting their legal responsibilities, increase their knowledge on reporting laws and mandates, district reporting procedures, learn supportive intervention techniques when handling a suspected child abuse disclosure, increase their awareness regarding cultural considerations and child abuse, and enhance their individual professional

and personal growth. In addition, the Garvey School District will be in compliance with the Grant requirements as designated by the Los Angeles County Office of Education.

Sometimes educators are overwhelmed at the thought of the school taking on yet another responsibility, and one which at first glance seems so far removed from learning. But more and more the school is coming to be viewed not just a place for educating youth, but as a resource, a means of meeting many other needs of children, and that trend is likely to continue (Calfiornia Department of Justice, 1981).

LITERATURE REVIEW

Historically, society has not been troubled by the maltreatment of children (Aries, 1962). The exploitation of children is not solely a phenomenon of the Twentieth Century. Children have been physically traumatized, deprived of the necessities of life, and sexually molested by adults since the dawn of human history (Fontana, 1973). Where children were not wanted, mortality ran high. In nineteenth-century London, eighty percent of the illegitimate children who were put out to be cared for died; unscrupulous people collected their fees and then promptly did away with the children (Radbill, 1968).

Child abuse appears in ancient records and as part of myths and legends. The Bible records murder (Cain and Able), abandonment (Moses in the bullrushes), and sacrificial offerings of children (Isaac and Abraham). DeMayse (1974) found that history records a low level of child care and that in many cultures children were likely to be neglected, beaten, terrorized, abandoned, sexually abused, and murdered. Infanticide has been documented in almost every culture and in every era; it often was used to rid society of the weak and deformed, control the size of the family, and limit the number of females (Brodie, 1982).

Throughout history, children were considered the "property" of their parents; they had no rights and as

possessions were sent into mines, factories, and sweatshops to work in unsafe and unsanitary conditions. Harsh treatment historically has been considered best for the child. Ownership of children also was transferable to others, as in child slavery or arranged marriages, and children could be abandoned or disposed of according to the whims of the parents (Fontana, 1973). Under Roman law, a father had the power of life and death over his children.

Whipping of children, expecially boys, has been recorded since ancient times and was the prerogative of teachers and parents. In England and Colonial America, teachers are pictured with forms of birch whips. Discipline in the colonies often was severe, with little regard for its effects on children. Even today, many states allow the use of "reasonable force" or corporal punishment, as a form of discipline in the school (Humphreys, 1984).

The earliest recorded case of child abuse in the United States was the "Mary Ellen" case in 1874. This nine year old child was whipped daily, tied to a bed, and was stabbed with scissors by her foster parents as punishment. Neighbors reported the case to Etta Wheller, a church worker, who ultimately appealled to the Society for the Prevention of Cruelty to Animals on the premise that the child was a member of the animal kingdom. Public outcry then led to the formation of the Society for the Prevention of Cruelty to Children in New York in 1875 (Brodie, 1982).

In 1909 the first White House Conference was convened, and the American Association for Study and Prevention of Infant Mortality was founded. Soon it became evident that the causes of child abuse evolved from complex psychosocial backgrounds; little was known, however, about the real nature of the problem and it was rarely diagnosed.

The "battered-child syndrome" was first described in 1860 by Ambroise Tardieu, a professor of legal medicine in Paris (Gil, 1975). He had, of necessity, to rely on autopsy findings. He described 32 children battered to death by whipping and burning. The same year, Athol Johnson at the Hospital for Sick children in London called attention to the frequency of repeated fractures in children. He attributed these to the condition of the bones, since rickets at that time was almost universal among London children. It is now known that almost every case he described was, in fact, an abused child (Rush, 1980). Official London records reveal that among 3,926 children under five years of age who died by accident or violence in 1870, 202 were listed as manslaughter; 95, neglect; 18, exposure to cold - all obviously dead of child abuse. However, the rickets theory persisted well into the twentieth century (Brodie, 1982).

It was not until 1946 that John Caffey reported his orginal observations regarding the unexplained association of subdural hematoma and abnormal x-ray changes in long bones (Caffey, 1946). Soon Caffey and Silverman clearly defined

their traumatic nature (Silverman, 1953). In 1955, Wooley and Evans published their paper in the Journal of the American Medical Association regarding the significance of skeletal lesions in infants resembling those of traumatic origin (Wooley and Evans, 1955).

In was not until the early 1960's that child abuse was formally identified as an observable clinical condition and recognized as a serious widespread threat to children's lives. On 1960 Dr. C. Henry Kempe addressed the annual convention of the American Academy of Pediatrics, describing fractures and subdural hematomas that he found to be inflicted by parents. The first definition of child abuse was thus "any child who received non-accidental physical injury (or injuries) as a result of acts or omissions on the part of his parents or guardians" (Kempe, 1973; Kempe and Helfer, 1976).

In 1962 the Social Security Administration amended its regualtions to require states to plan the protection of children. In 1963 the Department of Health, Education and Welfare (HEW) developed a model mandatory reporting law for states to follow in writing their own regulations. Within five years, every state had laws mandating certain professionals to report abuse and established state agencies to receive and investigate all such reports (Department of Justice, 1985). In 1973 the federal government passed the Child Abuse Prevention and Treatment Act. Public Law 93-247,

also known as the Mondale Act, provided financial assistance for projects for preventing, identifying, and treating abuse and neglect. It also established a national center on child abuse and neglect, provided an information clearinghouse, and published annual summaries of research into abuse and neglect (Department of Justice, 1985).

Until recently, school personnel in many states could not make child abuse or neglect referrals without threat of counter suits. However, new legislation since that time has made it possible for educators to be protected while defending the rights of children (Crime Prevention Center, 1986).

Child Abuse Prevention Training Program

In addressing the problem of child abuse and neglect, the Attorney General and the Commission members decided to move beyond the single, yet important, focus of enforcing child abuse laws. The Commissioners maintained a philosophy that the needs and rights of child victims of abuse should be the driving force behind any intervention. The Commission recognized that any criminal or civil intervention should be a truth-seeking process that places the best interests of the child first while striving to balance these interests with the constitutional rights of suspected abusers (Attorney General's Final Report, 1985). Most important, the Commission recognized the need to move beyond "damage control" and to consider the means of preventing the abuse

or victimization of California's children (Van DeKamp, 1985).

According to the Commission on the Enforcement of Child Abuse Laws (1985), the basic need for the prevention of child abuse and neglect is to reduce or eliminate the needless suffering that children experience daily in California and across the nation. The suffering experienced by the children is also experienced by their families in most instances. Child abuse and neglect in the family is largely an intergenerational problem. Although it is clear that the nature and degree of some types of abuse is reflective of severe mental illness or character disorder, many parents of abused and neglected children were abused themselves and are attempting to the best of their ability to cope with enviromental stresses and the demands of parenting (Los Angeles County OFfice of Education, 1986).

Overall, a very small percentage of the reported instances of child abuse and neglect are the severe cases and heinous crimes that the media parades in front of the public (Crime Prevention Center, 1986). There is a developing realization that child abuse prevention is cost effective from a public policy persepective (Department of Justice, 1986). Prevention is being recognized as a long-term approach to reducing the demands on the overburdened intervention and response systems (Los Angeles County Office of Education, 1986).

The California Child Abuse Prevention Training Program is concerned with the primary prevention of child abuse and neglect. Primary prevention may be defined as community education which enhances the general well-being of children and their families. These educational services are designed to enrich the lives of families, to provide information and skills to improve family functioning, and to prevent the types of stresses and problems that might lead to dysfunction and abuse or neglect (Office of hild Abuse Prevention, 1986).

There are two primary sources of state funds for local child abuse prevention programs. The major source of funds is the Office of Child Abuse Prevention (OCAP) in the State Department of Social Services. The other source of program funds is the Office of Criminal Justice Planning in the Governor's OFfice (Office of Child Abuse Prevention, 1986).

The Cffice of Child Abuse Prevention (OCAP) was established in May 1977 pursuant to the California Child Abuse Prevention Act of 1974. The statutory provisions governing OCAP are contained in Welfare and Institutions Code sections 18950-18979. OCAP currently has four major programs as follows:

1. Federal grant that funds OCAP's projects.
2. Assembly Bill 1733 - a statewide child abuse prevention and early intervention program.

3. State Children's Trust Fund - for innovative local child abuse and neglect prevention and intervention and intervention programs operated by private nonprofit organizations.
4. Assembly Bill 2443 - to establish a statewide school-based child abuse prevention training program modeled after the Child Assault Prevention Program.

In 1984, the California Legislature passed Assembly Bill 2443 (Chapter 1638, Statutes of 1984), an urgency statute which established the Maxine Waters Child Abuse Prevention Training Act of 1984. Assembly Bill 2443 approximates $11.25 million to OCAP to establish a statewide school-based child abuse prevention training program. This Bill requires that programs be funded in each county to provide child abuse prevention training in public schools directly to children, their parents and school staff. The training is to be provided in four grades selected from preschool through twelfth grade. It also established a Northern and a Southern California child abuse prevention training center (OCAP). (Welfare and Institution Code, §§ 18975-18979

The Los Angeles County Office of Education is the coordinator of the Child Abuse Prevention Training Program for Los Angeles area public school districts. The County Office has the authority to act as the Grantor for the OCAP.

The Los Angeles County Office of Education as coordinator of the Child Abuse Prevention Training Program is responsible for the following:

1. Identification of prevention programs, resources and material for use by school district participating in the program.
2. Providing assistance to school district in the design of the program including all aspects of child abuse (physical, sexual, neglect, and child abduction).
3. Conduct awareness and training workshops as needed.
4. Provide technical assistance with planning implementation, and reporting of child abuse prevention training activities.
5. Review District child abuse reporting policies and procedures to assure compliance with the Penal code. Provide such assistance as may be required to develop and/or modify policies and procedures.
6. Monitor all child abuse prevention training activities as specified in agreement, including periodic workshop monitoring.
7. Perform such other services as may be required to assure the success of the program (Los County Office of Education, 1986).

The Reporting Law

While everyone should report suspected child abuse and neglect, Article 2.5 of the Penal Code provides that it is a crime for certain professionals and laypersons who have a special working relationship or contact with children not to report suspected abuse to the proper authorities. The following is an excerpt of Penal Code §11166:

> ...any child care custodian, medical practitioner, or employee of a child protective agency who has knowledge of or observes a child in his/her professional capacity or within the scope of his/her employment whom he/she reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. for the purposes of this article, 'reasonable suspicion' menas that it is objectively reasonable for a person to entertain such a suspicion based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse (Penal Code §11166).

Those professionals required to report by Penal Code sections §11165 and §11166 are "child care custodians," "medical practitioners," "nonmedical practitioners," "employees of child protective agencies," and "commercial film and photographic print processors."

A "child care custodian" is defined as a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee or any public or private school, and administrator of a public or private school, an administrator or an employee of a community care facility that is currently licensed to care for

children; headstart teacher, a licensing worker or licensing evaluator, public assistance worker, employee of a child care institution including, but not limited to, foster parents, group home personnel and personnel of residential care facilities, a social worker or a probation officer (Crime Prevention Center, 1985).

Grant Requirements

The Los Angeles County Office of Education specifies certain grant requirements in order to implement a primary prevention program in a school district. A "primary prevention program" means a training and educational program for children, which is directed toward all of the following:

A. Preventing the occurrence of child abuse, including physical abuse, sexual assault, and child neglect.

B. Reduction of the general vulnerability of children, including coordination with and training for parents and school staff (Assembly Bill No. 2443 - §18975.7).

School staff workshops must include the following information:

1. Physical and behavioral indicators of child abuse.
2. Supportive intervention techniques.
3. Community resources.
4. School district procedures to facilitate

reporting and apprise supervisors and administrators of reports (Assembly Bill No. 2443).

Indicators of Suspected Child Abuse

Physical abuse may be defined as any act which results in a nonaccidental physical injury. Inflicted physical injury most often represents unreasonably severe corporal punishment or unjustifiable punishment. In addition, intentional, deliberate assault, such as burning, biting, cutting, poking, twisting limbs or otherwise torturing a child, is also included in this category of child abuse.

Physical abuse may be suspected if the following conditions exist:

1. Unexplained bruises and welts:

   - on face, lips, mouth
   - on torso, back, buttocks, thighs
   - in various stages of healing
   - clustered, forming regular patterns
   - reflecting shape of article used to inflict the harm (belt buckle, electric cord)
   - on several different surface areas
   - regularly appear after absence, weekend or vaction

2. Unexplained burns:

   - cigar, ciragette burns, especially on soles, palms, back of buttocks
   - immersion burns (glove-like, sock-like, doughnut shaped on buttocks or genitalia)
   - patterned like electric burner, iron, etc.
   - rope burns on arms, legs, neck or torso

3. Unexplained fractures:

   - to skull, nose, facial structure

- in various stages of healing
- multiple or spiral fractures

4. Unexplained lacerations or abrasions:

   - to mouth, lips, gums, eyes
   - to external genitalia

In addition to the physical indicators of physical abuse there are behavioral indicators of physical abuse as follows:

1. Wary of adult contacts
2. Apprehensive when other children cry
3. Behavioral extremes:
   - aggressiveness or withdrawal
4. Frightened of parents
5. Afraid to go home
6. Reports injury by parents

Physical neglect is essentially the negligent treatment of a child by a parent or caretaker under circumstances indicating harm or threatened harm to the child's health or welfare. The term includes both acts and omissions on the part of the responsible person. California law defines two categories of physical neglect - severe neglect and general neglect. Severe neglect means the negligent failure of a parent or caretaker to protect the child from severe malnutrition or medically diagnosed nonorganic failure to thrive. General neglect means the negligent failure of a parent or caretaker to provide adequate food, clothing, shelter, medical care or supervision where no physical injury to the child has occurred (Department of Health and Human Services).

The physical indicators of physical neglect are:

1. Consistent hunger, poor hygiene, inappropriate dress.
2. Consistent lack of supervision, especially in dangerous activities or long periods.
3. Unattended physical problems or medical needs.
4. Abandonment.

The behavioral indicators of physical neglect are:

1. Begging, stealing food.
2. Extended stays at school (early arrival and late departure).
3. Constant fatigue, listlessness or falling asleep in class.
4. Alcohol or drug abuse.
5. Delinquency (i.e. thefts)
6. States there is no caretaker.

Sexual abuse is defined as acts of sexual assault on and sexual exploitation of minors. Sexual abuse encompasses a broad spectrum of behavior and may consist of many acts over a long period of time (chronic molestation), or a single incident. The physical indicators of sexual abuse are:

1. Difficulty in walking or sitting.
2. Torn, stained or bloody underclothing.
3. Pain or itching in genital area.
4. Bruises or bleeding in external genitalia.
5. Veneral disease, especially in pre-teens.
6. Pregnancy.

Behavioral indicators of sexual abuse are:

1. Unwilling to change for gym or participate in physical education class.
2. Withdrawal, fantasy or infantile behavior.
3. Bizarre, sophisticated, or unusual sexual behavior or knowledge.
4. Poor peer relationships.
5. Delinquent or runaway.
6. Reports sexual assault by caretaker.

Emotional maltreatment can cripple and handicap a child emotionally, behaviorally and intellectually. Excessive verbal assaults, screaming, threats, blaming, sarcasm, unpredictable responses, continual negative moods, constant family discord and double-message communication are examples of ways parents may subject their children to emotional abuse.

Physical indicators of emotional abuse are:

1. Speech disorders.
2. Lags in physical development.
3. Failure to thrive.

Behavioral indicators of emotional abuse are:

1. Habit disorders (sucking. biting, rocking, etc.).
2. Conduct disorders (antisocial, destructive, etc.).
3. Neurotic traits (sleep disorders, inhibition of play.
4. Psychoneurotic reactions (hysteria, obsession, compulsion, phobias, hypochondria).

5. Behavior extremes:

   - compliant, passive
   - aggressive, demanding

6. Overly adaptive behavior:

   - inappropirately adult
   - inappropriately infant

7. Developmental lags (mental, emotional).

8. Attempted suicide.

Suspected Child Abuse Reporting Procedure
Garvey School District

The Garvey School District has established reporting procedures for suspected child abuse cases. California Law requires "mandated reporters" to file a suspected child abuse report, form 11166PC (Penal Code §11166). The reporting procedure is in compliance with the California Penal Code Law by having established a district reporting procedure (Garvey School District, 1985).

The Procedure includes the following: information needed when reporting an instance of suspected child abuse; procedure for reporting by telephone to either the Children's Protective Services or law enforcement agencies; instructions for completing the written report; and notification of the proper administrator and Pupil Personnel Services Office.

Cultural Considerations

It is important for educators to identify cultural practices which are indigenous to the families of Asian and

Hispanic groups. This will enable the educator to more appropriately choose a course of aciton when suspecting child abuse. This differential assessment of what is and is not a reportable incident may include the following actions by the mandated reporter:

1. Determine that the incident is likely based on cultural, folklore, or "home remedy" practices. This may lead to consultation with an expert prior to reporting.
2. Determine that the incident is clearly abuse and is reported

Generally speaking, the more recent the family's arrival to this country the more likely it is that home remedies, folk medicine and unusual child-rearing practices may be evident (Soriano, 1986; and Thuy, 1983).

Supportive Intervention Techniques

In order to be supportive to the child when a disclosure is made regarding suspected child abuse the following suggestions should be kept in mind:

1. Find a private place to talk with the child.
2. Do not panic or express shock.
3. Express you belief that the child is telling the truth.
4. Use the child's vocabulary.
5. Reassure the child that it is good to tell.

6. Reassure the child that it is not her/his fault, that they are not bad.
7. Determine the child's immediate need for safety.
8. Let the child know that you will do your best to protect and support her/him.
9. Let the child know what you will do.
10. Report to the proper authorities.
11. Let the student know what will happen when the report is made (Committee for Children, 1985).

It was evident from the literature review that there are many reasons why educators should become involved in child abuse and neglect treatment and prevention. Among them are the fact that educators work with and for children; that law and policy command educator involvement, and professional responsibility demands it; and that educators have a deep sense of personal commitment to the children in their care. A practicum designed to identify topics for a teacher training and resource manual for a child abuse primary prevention program for the Garvey School District was deemed appropriate.

PROCEDURE

The descriptive method of research was used for this study. The following sources were utilized for a review of literatrue: the libraries at California State University Northridge, and Los Angeles; and the University of California at Los Angeles.

The descriptors for the study were: child abuse, including physical abuse and neglect, secual abuse, and emotional maltreatment, victims of crime, child welfare, crisis counseling, child abuse laws and regualtions, California State child abuse law and reporting procedures, Primary Prevention Programs, course organization, child abuse prevention, child abuse among Asian and Hispanic families, Los Angeles County Office of Education - Primary Prevention Training Program Grant requirements, and Garvey School District - Child Abuse reporting procedures and Child Abuse Prevention Prevention Program.

The indexes utilized for this study were: Cumulative Index to Nursing; Allied Health Index; Educational Index and Abstracts; and Child Abuse Index. The data bases that were utilized for this study were: Information Retrieval Service - Educational Resources Information Center (ERIC); and University Microfilms International.

Additional materials were obtained from the Garvey School District's Reporting and Procedures Manual.

A list was compiled that consisted of the following: indicators of child abuse and neglect, California State child abuse laws and regulations, California State reporting procedures, Garvey School District reporting procedure, inservices training material on child abuse prevention, definition of a Primary Prevention Training Program, Los Angeles County Office of Education - Grant requirements, supportive intervention techniques, Office of Child Abuse Prevention (OCAP) child abuse prevention materials, cultural considerations for Asian and Hispanic families on child abuse prevention, and identified community resources and Primary Prevention Programs in the district area.

The Child Abuse Advisory Board at the Garvey School District has 11 members consisting of the following: a nurse consultant, a school nurse, Pupil Personnel Director; a school principal, three school teachers; two parents members, and two bilingual teachers representing the Asian and Hispanic cultures. This board has the responsibility to identify suitable topics for a Child Abuse Primary Prevention Training and Resource Manual for the District teachers.

A meeting was held with the Board and a list of topics was presented to the panel. There was a through discussion of the topics by the panel members. The first meeting concluded with a preliminary list of suitable topics. The second and final meeting of the board members concluded

with a final list of suitable topics for a Child Abuse Primary Prevention Training and Resource Manual. The final draft was prepared and approved by all members of the Board (Appendix A).

Definition of Terms

In initiating the study, some basic terms were identified to help understand the intent and purpose of the study and assist in interpreting the findings. The selected terms are listed below:

1. Child: A person under the age of 18 years.
2. Child Abuse: A physical injury which is inflicted by other than accidental means on a child by another person. Child abuse also means sexual abuse of a child, willful cruelty or unjustifiable punishment of a child, corporal punishment or injury, and also meand the neglect of a child or abuse in out-of-home care (California Child Abuse Reporting Law, Penal Code, Article 2.5, §11165 and §11166, 1984).
3. Mandated Reporter: Those professionals required to report by Penal Code sections §11165 and §11166 are: child care custodians; medical practitioners; employees of child protective agencies; and commercial film and photographic

print processors (California Child Abuse Reporting Law, Penal Code, §11165,11166, 1984).

4. Primary Prevention Program: A training program and educational program directed toward preventing the occurrence of child abuse, and reduction of the general vulnerability of children, including coordination with and training for school staff and parents (Los Angeles County Office of Educaiton, 1985).

Limitations of the Study

The study had limitations that were identified. These limitations may place restrictions unon the reliability, validity, applicability, or general usefulness of the study. In considering the intent and scope of this study, the following limitations were identified.

1. The study was limited to only identification of topics and not the entire curriculum development of materials for a child abuse primary prevention training and resource manual.
2. The study was limited to volunteer members of the Child Abuse Advisory Board to decide on suitable topics for the program.
3. Participatns of the Advisory Board and non-participants may have differed in their decisions on suitable topics for the program.

4. Moderate variables of the participants of the Advisory Board members were not considered in this study. Variables such as previous knowledge and or participation in programs on the prevention of child abuse and neglect.

Basic Assumptions

In initiating the study, some basic assumptions were made in relation to this study. It was assumed that:

1. All certificated school staff (teachers) are aware of the District's Child Abuse Reporting Laws.
2. All certificated school staff (teachers) are aware of the District's Child Abuse Reporting Procedures.
3. All certificated school staff (teachers) have a basic understanding of their role in preventing child abuse and neglect.
4. All certificated school staff (teachers) are sufficiently involved in the institution to have developed an understanding of their vital role in the prevention of child abuse and neglect.
5. All certificated members of the Child Abuse Advisory Board are aware of the District's Child Abuse Reporting Procedures.

FINDINGS

An intensive review of the literature concerning the prevention of child abuse has fostered the idea that those familiar with the preventative aspects of child abuse will recognize that child abuse is a serious social problem, and that eduators are in a unique position to help those children, their families, child protective services, and the community in overcoming the effects of child abuse and neglect (California Department of Justice, 1985).

The Los Angeles County Office of Education through the Office of Child Abuse Presention and Assembly Bill 2443, identifies the four major areas to be included in a Primary Prevention Training Program for teachers. These four major areas of the Grant requirements are:

1. Physical and behavioral indicators of child abuse.
2. Supportive intervention techniques.
3. Community resources.
4. School district procedures to facilitate reporting and apprise supervisors and administrators of reports (Assemply Bill No. 2443).

A review of the literature as authored by California Department of Justice (1985); Assembly Bill No. 2443 (1984); Los Angeles County Office of Education and Office of Child Abuse Prevention - Primary Prevention Training Grant;

Garvey School District Child Abuse Prevention and Reporting Manual, California Penal Codes: §270, 273a, 273d, 11165, 11166, 1116.5, 11167, 11168, 11170, 11172, Maxine Waters Child Abuse Prevention Training Act of 1984, Soriano (1986), and Thuy (1983) were utilized to produce a list of topics as follows:

1. Child Abuse - Definition

   A physical injury which is inflicted by other than accidental means on a child by another person. child abuse also means the sexual abuse of a child or any act or omission, willful cruelty or unjustifiable punishment of a child, corporal punishment or injury.. or neglect of a child or abuse in out-of-home care.

2. Indicators of Child Abuse (Crime Prevention Center, 1985).

   A. Physical abuse - physical indicators and behavioral indicators.

   B. Physical neglect - physical indicators and behavioral indicators.

   C. Sexual Abuse - physical indicators and behavioral indicators.

   D. Emotional maltreatment - physical indicators and behavior indicators.

3. Cultural Considerations (Thuy, 1983).

   A. Common child rearing practices in Asian cultures.

      - Coin rubbing/coining.
      - Corporal punishment from cultural perspectives.

- Sleeping closeness.

B. Differences in stages of acculturation.

C. References of child rearing practices in Asian cultures.

D. Resources in the community.

4. Cultural considerations (Soriano, 1986).

A. Common child rearing practices in the Hispanic cultures.

- Herbal medicines
- Curanderos
- Brujos
- El apreton
- La cataplasma
- Hot liguid gargles
- Hot wraps
- Body stretch

B. Differences in stages of acculturation.

C. References of child rearing practices in Hispanic cultures.

D. Resources in the community.

5. Supportive Intervention Techniques (Committee for Children, 1985).

A. Points to remember when talking with children.

B. Guidlines for interviewing children..

C. Special concerns of teachers.

6. Garvey School District Reporting Procedures (Garvey School District, 1986).

A. Information needed when reporting an instance of suspected child abuse.

B. Reporting procedure.

- Reporting by phone
- Written report
- Report to school administrator
- Report to Pupil Personnel Services

7. Los Angeles County Office of Education Grant

Primary Prevention Program.

A. Primary Prevention Program

- Prevention the occurrence of child abuse, including physical abuse, sexual assault, and child neglect.

- Reduction of the general vulnerability of children, including coordination with and training for parents, children and school staff.

B. Annotated California Penal Code.

Child Abuse Reporting.

- Definitions.
- Report; duty; time
- Report; contents
- Written reports; forms
- Preliminary reports to department of justice
- Notice to child protective agency of information maintained; indexed reports
- Immunity from liability; failure to report
- Offense
- Guidlines

C. Article 2.5 Child Abuse Reporting (California Penal Code, 1986).

D. Assembly Bill §2443.

- Maxine Waters Child Abuse Prevention Training Act of 1984
- Established a statewide school-based child abuse prevention training program.
- Established funding for each county to provide child abuse prevention training in public school directly to children, their parents, and school staff.

8. Community Resources (Garvey School District Bilingual Education Office, 1986).
   A. Community Hotlines
   B. Pupil Personnel Services
   C. Counseling Services Department

The first meeting of the Child Abuse Advisory Board consisted of an explanation of the study being conducted. The members then reviewed, revised, and made additions to the outline which was developed from the current review of literature, Los Angeles County Office of Education - Grant requirements, and California Child Abuse Reporting Laws. Each member of the board was initially given a list of possible topics as suggestions as where to begin in developing topics for a Teacher Training and Resource Manual for a Child Abuse Primary Prevention Program. The members unanimously agreed that all the grant requirements must be included. The members also felt that a topics focusing on the Asian and Hispanic child rearing cultures would be essential in order to understand the stages of acculturation.

Child abuse prevention in relationship to educators was stated to be the main area of interest to the members. They commented on the importance on knowing the laws and reporting procedures in order to be in compliance not only with the grant requirements, but also of the schools philosophy on the educators vital role in primary prevention of child abuse and neglect.

The members of the board concluded the the initial meeting in stating that they like the topics identified and felt that those selected were of key importance to them. They expressed a desire to take the review of literature with them and meet again after having a chance to review it in more depth. A second meeting was scheduled to finalize the list of topics.

The second meeting of the board members met one month after the initial meeting, as previously scheduled. The members concurred on including the following topics to the list, they were, physcial and behavioral indicators of physical abuse, physical neglect, sexual abuse, and emotional maltreatment; Garvey School District Suspected Child Abuse Reporting Procdure and Baord Policy; definition of a Primary Prevention Program; goals and objectives of the Priamry Prevention Program; supportive intervention techniques; and community resources.

The general consensus of the board members was to present the topics that were finally agreed upon at the second meeting (Appendix A) and this study to the Director of Pupil Personnel and the Los Angeles County Office of Education.

The final list of topics was presented to the Superintendent of the Garvey School District, Director of Pupil personnel and the Los Angeles County Office of Education. The Los Angeles County Office of Education primary

purpose is to work with the various school districts in offering assistance in order that the grant requirements be met by the school districts. The Los Angeles County Office of Education has the responsibility of approving all curriculum materials submitted by the school districts prior to implementation of the Primary Prevention Program. In addition, the Superintendent and Director of Pupil Personnel are also responsible to the Garvey School Board of Education in providing indepth reports on the Primary Prevention Program Grant requirements, the school district's compliance with the California Child Abuse Reporting Laws, and the district's reporting procedrues. The Garvey School District, Board of Education, and the Los Angeles County Office of Education must both approve all curriculum materials dealing with the Child Abuse Primary Prevention Training Program prior to the implementation of the program.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The results of the study indicated that the Child Abuse Advisory Committee perceived that a Teacher Training and Resource Manual for a Child Abuse Primary Prevention Program was deemed appropriate. The literature review indicated that children need protection because they are vulnerable and often unable to speak for themselves.

The literature review also indicated that in order to prevent child abuse and neglect, a primary prevention program should be undertaken. This approach includes educators imvolvement. The most practical reason for educators to become involved in the identification, treatment and prevention of child abuse and neglect is that child abuse and neglect are part of the every day reality of working with and for children. Schools are the only places in which children are seen daily over periods of time by professionals trained to observe their appearance and behavior. Properly prepared educators can offer a keen case-finding and management tool in the very place where children are to be found most often.

The implications of this study can be far reaching for students, parents, and school staff in the Garvey School District. Child abuse and neglect is clearly related to learning. Research has indicated that abused and neglected

children often demonstrate significant learning proplems and below grade-level performance in key academic areas. If schools are truly to teach, they cannot ignore the reasons why children cannot learn. Dyslexic children, or children who are mentally impaired or physically handicapped are given special attention by the school in an effor to enhance their learning. Indeed, federal law requires that schools provide education for these children.

There is a community issue that directly affects the schools. Child abuse and neglect is a community problem, its solution requires community action. As a focal point in the community, the school must be prepared to do its part. The problem of child abuse and neglect will not be solved without the involvement of the educator and the school. Educators must indicate their willingness to help, and the community must make them welcome. Otherwise, a valuable tool will be lost, and the school, the very agency that offers the greatest hope for the prevention of child abuse and neglect, will remain outside the mainstream of community action to reduce child abuse and neglect.

Based on the results and interpretation of this study, the following recommendations are suggested.

1. The Child Abuse Advisory Committee Board share with the Los Angeles County Office of Education the results of this study.

2. The Child Abuse Advisory Committe share with the entire Board of Education, Garvey School District the results of this study.
3. The Child Abuse Advisory Committee share with the Director of Pupil Personnel and the Superintendent of Garvey School District the results of this study.
4. More communication and literature shared with the school staff on the prevention of child abuse and neglect throughout the school calender year.
5. Expand the study to include topics for classified school staff on the identification and prevention of child abuse and neglect.
6. Consider implementing workshops for the certificated and classified school staff on cultural considerations in preventing child abuse and neglect.

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APPENDIX

TOPICS FOR A TEACHER TRAINING AND RESOURCE MANUAL FOR A CHILD ABUSE PRIMARY PREVENTION PROGRAM

APPENDIX A

Topics for a Teacher Training and Resource Manual for a Child Abuse Primary Prevention Program

1. Primary Prevention Program (Assembly Bill §2443).

   A "primary prevention program" means a training and educational program for children, which is directed toward all of the following:

   A. Preventing the occurrence of child abuse, including physical abuse, sexual assault, and child neglect.

   B. Reduction of the general vulnerability of children, including coordination with and training for parents and school staff.

2. Major Goal of the Child Abuse Primary Prevention Program (Los Angeles County Office of Education, 1986).

   To provide training sessions in the area of child abuse prevention to students, staff, and parents. School staff workshops must include the following information:

   A. Physical and behavioral indicators of child abuse.

   B. Supportive Intervention Techniques.

   C. Community Resources.

   D. School district procedures to facilitate reporting and apprise supervisors and administrators of reports.

3. Physical and behavorial indicators of child abuse. (California Department of Justice, 1981).

   A. Physical and behavioral indicators of physical abuse (California Department of Justice, 1981).

   B. Physical and behavioral indicators of physical neglect (California Department of Justice, 1981).

   C. Physical and behavioral indicators of sexual abuse (California Department of Justice, 1981).

D. Physical and behavioral indicators of emotional maltreatment (California Department of Justice, 1981).

4. Garvey School District Board Policy on Child Abuse.

The Governing Board recognizes that its responsibility to students includes the protection of their physical and mental well-being.

Any district employee designated by California law as a child care custodian who, within the scope of his or her employment, knows, observes, or reasonably suspects that a child has been the victim of child abuse, shall immediately make a report to a child protective agency, pursuant to California law and district procedrures.

Known or reasonably suspected cases where mental suffering has been inflicted on a child, or where the emotional well-being of a child is endangered in any way may also be reported to a child protective agency, pursuant to district procedures.

All new employees of the district, designated as child care custodians, shall be informed of their legal obligations regarding child abuse and neglect reporting and shall be required to sign a statement verifying that they have received such notification (Garvey School District Board Policy on Child Abuse Reporting, 1986).

5. Cultural Considerations

A. Common child rearing practices in Asian cultures (Thuy, 1983).

- Coin rubbing/coining
- Corporal punishment from cultural perspectives
- S'eeping closeness
- Differences in stages of acculturation
- References of child rearing practices in Asian cultures (Thuy, 1983).
- Resources in the community (Garvey School District, Community Resources, 1986).

B. Hispanic cultural considerations (Soriano, 1986). Common child rearing practices.

- Herbal medicines

- Curanderos
- Brujos
- El apreton
- La cataplasma
- Hot liguid gargles
- Hot wraps
- Body stretch
- Differences in stages of acculturation
- References of child rearing practices in Hispanic cultures (Soriano, 1986).
- Resources in the community (Garvey School District, Community Resources, 1986).

6. Supportive Intervention Techniques (Committee for Children, 1985).

   A. Points to remember when talking with children.

   B. Guidelines for interviewing children.

   C. Special concerns of teachers.

   D. What makes you askable.

7. Community Resources (Garvey School District, 1986).

   A. Community Hotlines

   B. Pupil Personnel Services

   C. Counseling Services

   D. Child Abuse Resource Information

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